

Teacher(s): Johnson

Subject: World History

Week of: Mar 12 – 16, 2018

Week: 29

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSWWH 13 Examine the intellectual, political, social and economic factors that changed the worldview of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire and Rousseau, and their relationship to politics and society. 9-10 RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 9-10WHST1b: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Do Now: Guided Instruction (We do)- How many of you have completed a Purposeful Close Reading? What is the point of PCR? Opening: Focused Instruction (I do)- Introduce the PCR system and expectations; explain steps to be completed; assist as needed Work Session: Independent Learning (You do alone)- Complete Part A – Closely read and annotate all documents to answer the guiding question. Collaborative Learning (You do together)- act as sounding board for those around you Closing: Guided Instruction (We do)- Home Learning: if not completed, continue for homework and be complete by class tomorrow to discuss ideas, questions,	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Purposeful Close Reading 	Formative: Teacher Observation Q&A Purposeful Close Reading
	Purpose: To provide the students to work through the steps of the Purposeful Close Reading – close read and annotate documents			Summative:
Tues	Standard(s): SSWWH 13 Examine the intellectual, political, social and economic factors that changed the worldview of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire and Rousseau, and their relationship to politics and society. SSWWH 13 Examine the intellectual, political, social and economic factors that changed the worldview of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire and Rousseau, and their relationship to politics and society. 9-10 RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 9-10WHST1b: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	Do Now: Guided Instruction (We do)- Did the US leadership provide convincing arguments for increased entry into Vietnam? Opening: Focused Instruction (I do)- Review work session requirements; assist as needed Work Session: Guided Instruction (We do)- Discuss several examples of document cited, page #, for each reason. Independent Learning (You do alone)- Complete Part B – write a brief essay to answer the guiding questions. Collaborative Learning (You do together)- act as sounding board for those around you Closing: Guided Instruction (We do)- Home Learning: if not completed, continue for homework and be complete by class tomorrow to discuss ideas, questions,	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib X Other <ul style="list-style-type: none"> Purposeful Close Reading 	Formative: Teacher Observation Q&A Purposeful Close Reading
	Purpose: To provide the students to work through the steps of the Purposeful Close Reading – brief essay using documents			Summative:
Weds	Standard(s): SSWWH 13 Examine the intellectual, political, social and economic factors that changed the worldview of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire and Rousseau, and their relationship to politics and society. SSWWH 13 Examine the intellectual, political, social and economic factors that changed the worldview of	Do Now: Guided Instruction (We do)- Discuss several of the student answers to Part B Opening: Focused Instruction (I do)- Review work session requirements; assist as needed	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib	Formative: Teacher Observation Q&A Purposeful Close Reading

	<p>Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire and Rousseau, and their relationship to politics and society. 9-10 RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. 9-10WHST1b: Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p>	<p>Work Session: Independent Learning (<i>You do alone</i>)- Using only your memory explain the reasons associated with the guiding questions. Turn in complete product for grade</p> <p>Closing: Guided Instruction (<i>We do</i>)- Discuss general trend in positions of students</p> <p>Home Learning:</p>	<p>X Other</p> <ul style="list-style-type: none"> Purposeful Close Reading 	<p>Summative:</p> <p>PCR Test Grade</p>
	<p>Purpose: To provide the students to work through the steps of the Purposeful Close Reading – brief essay providing information from memory on the guiding question</p>			
Thurs	<p>Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>	<p>Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 (Lab 126)</p> <p>Opening: Focused Instruction (<i>I do</i>)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1st score and showing me that you have 5 dots indicating completion of the work</p> <p>Work Session: Independent Learning (<i>You do alone</i>)- Complete requirements of the reading assigned on Achieve 3000</p> <p>Closing: Guided Instruction (<i>We do</i>)- Verify quiz grades and completion of the 5 areas</p> <p>Home Learning:</p>	<p><input type="checkbox"/>Advanced Organizer <input type="checkbox"/>Choice Menu <input type="checkbox"/>Cornell note <input type="checkbox"/>Brain Dump/Mind Map <input type="checkbox"/>K-W-L <input type="checkbox"/>Carousel Brainstorming <input type="checkbox"/>3 Facts & a Fib X Other</p> <ul style="list-style-type: none"> Achieve 3000 	<p>Formative:</p> <p>Teacher Observation Q&A Achieve results</p>
	<p>Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment.</p>			<p>Summative:</p>
Fri	<p>Standard(s): SSWH 14 Analyze the Age of Revolutions b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825)</p>	<p>Do Now: Guided Instruction (<i>We do</i>)- What was the reason or reasons behind all of the revolutions that occurred in the period of 150 years?</p> <p>Opening: Focused Instruction (<i>I do</i>)- Introduce the new GSE and the element through the handout notes</p> <p>Work Session: Independent Learning (<i>You do alone</i>)- Complete the graphic organizer identifying the causes and results of the various revolutions OR Collaborative Learning (<i>You do together</i>)- in pairs, complete the graphic organizer identifying the causes and results of the various revolutions</p> <p>Closing: Guided Instruction (<i>We do</i>)- Have you changed your mind from your Do Now answer? Why?</p> <p>Home Learning:</p>	<p><input type="checkbox"/>Advanced Organizer <input type="checkbox"/>Choice Menu <input type="checkbox"/>Cornell note <input type="checkbox"/>Brain Dump/Mind Map <input type="checkbox"/>K-W-L <input type="checkbox"/>Carousel Brainstorming <input type="checkbox"/>3 Facts & a Fib X Other</p> <ul style="list-style-type: none"> Graphic Organizer 	<p>Formative:</p> <p>Teacher Observation Q&A Graphic Organizer</p>
	<p>Purpose: To provide the students an opportunity to identify and organize the various causes and results of the listed revolutions</p>			<p>Summative:</p>